Clifford Park Special School Commitment to learning and wellbeing

LEARNING ENVIRONMENT
A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

Clifford Park Special School does this through:
- Promoting and encouraging the school values of respect, safety, responsibility and resilience.
- Adopting a structured, whole school approach to student wellbeing through its Health and Relationships program.
- Identifying and reinforcing students’ appropriate behaviours in the learning environment.
- Open communication with stakeholders, by building strong relationships within the school community; i.e. newsletters, communication books, regular ISP (Individual Student Plan) and PATH (Planning Alternate Tomorrows With Hope) meetings, information nights, phone calls and emails with parents and carers, and community organisations.
- Appointing student leaders from the senior cohort to undertake specific valued roles; e.g. to represent CPSS at community events and support students within the school.
- Providing a safe physical environment, where procedures are in place to report potential risks and hazards to staff and students.
- The development and ongoing review of the school’s Responsible Behaviour Plan in collaboration with all groups within the school community. It fosters a positive, proactive and flexible approach in supporting students to develop sound decision-making skills and contextually appropriate behaviours.
- Making available professional development opportunities that support the physical, emotional and social development of students.
- Accessing specialist services when necessary; e.g. Guidance Officer, school nurse and school based therapists.

CURRICULUM AND PEDAGOGY
Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships

Pedagogy that enhances wellbeing builds positive relationships.

Clifford Park Special School does this through:
- Developing a dynamic differentiated curriculum that meets the unique and individual needs of our students.
- A focus on explicit teaching, scaffolding and task analyses.
- Developing and implementing individual support profiles for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Use of specific pedagogical practices that reflect the learner.
- Offering a variety of extra-curricular programs to enrich the social, physical and cultural development of every student; e.g. volunteering in the community, camps and sport and recreation.
- Delivering programs that develop student skills in accessing the community and community services, including the Post School Sampling Program.
- Engaging in the Work Program, including the Six Work Habits, work experience, TAFE and work placements.
- Providing the opportunity for parents, staff, and students to contribute to the setting of realistic and achievable goals through the ISP (Individual Support Plan) and PATH (Planning Alternate Tomorrows with Hope) processes.
- Engagement in the Australian Curriculum that reflects knowledge of who the learner is.
- Closely monitoring the progress of students through the First Steps in Reading, and First Steps in Speaking and Listening.
- The provision of well-constructed transition programs for students approaching the end of their schooling, using the Right Person, Right Place approach.
- Staff regularly accessing professional development in the areas of curriculum and pedagogy.

*The mention of specific organisation, programs or resources does not imply that they are endorsed by the Department of Education, Training and Employment.
POLICIES AND PROCEDURES

Policy intentions are transformed into action by school staff, students and the wider community.

Clifford Park Special School does this through:
- Implementing a whole school Health and Relationships program.
- Clearly defining staff roles and responsibilities.
- Specifically addressing the needs of our students in the school’s Responsible Behaviour Plan for Students.
- Staff being actively involved in working parties that reflect school priorities (curriculum, WH&S, pedagogy and maths) and collaboratively engaging to develop, report, review and refine policies and procedures.
- Regular moderation opportunities for teachers to review and discuss student progress and make informed decisions and grading with the data provided.
- Working closely with an active Parents and Citizens Association to implement programs and access resources.
- Professional development available for all staff including Code of Conduct, first aid and CPR and Student Protection.
- Procedures for reporting and managing Workplace Health and Safety issues.

PARTNERSHIPS

Productive partnerships expand the knowledge, skills and resources available in the school.

Clifford Park Special School does this through:
- Recognising and rewarding student behaviours that align with expectations, thus developing positive relationships with students.
- Acknowledging and valuing parents as an integral part of their child’s education and of the school community and providing multiple and varied opportunities for dialogue.
- Ensuring relevant and timely communication between the teacher, the child and the parents and/or caregivers.
- Actively seeking and fostering partnerships with community organisations such as Disability Services, Child Safety and Child Youth Mental Health Services and commit to a holistic approach to learning and wellbeing.
- Actively seeking relationships and fostering partnerships with post school avenues such as Post School Service Providers, the business community and employment agencies to assist with best placements for young people with disabilities.
- Building relationships with primary schools to employ better transitioning processes for students.
- Ensuring that teaching is connecting and respecting the life experiences and cultures of our students.